

## Midlands Math & Business Academy

2638 Two Notch Rd., Suite 204  
Columbia, S. C. 29204

<b>Grades</b>	4-8 Elementary School	
<b>Enrollment</b>	73 Students	
<b>Principal</b>	Michelle Spradley	803-799-5101
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Lane Quinn	803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	75	30	3

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	N/A	N/A	N/A
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

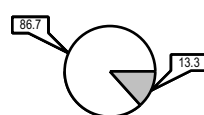
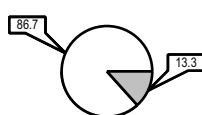
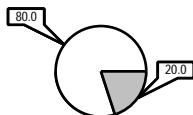
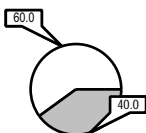
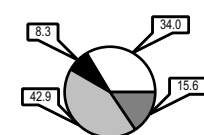
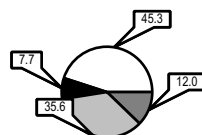
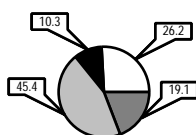
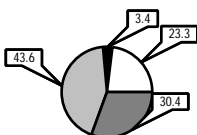
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	92	93.5	55.6	42.9	1.6	0.0	6.3	No	Yes
<b>Gender</b>									
Male	55	92.7	71.1	28.9	0.0	0.0	2.6	N/A	N/A
Female	37	94.6	32.0	64.0	4.0	0.0	12.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	91	93.4	54.8	43.5	1.6	0.0	6.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	84	96.4	53.3	45.0	1.7	0.0	6.7	N/A	N/A
Disabled	8	62.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	93.5	55.6	42.9	1.6	0.0	6.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	92	93.5	55.6	42.9	1.6	0.0	6.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	66	93.9	56.8	43.2	0.0	0.0	4.5	No	Yes
Full-pay meals	26	92.3	52.6	42.1	5.3	0.0	10.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	92	92.4	52.4	38.1	6.3	3.2	17.5	No	Yes
<b>Gender</b>									
Male	55	92.7	63.2	31.6	2.6	2.6	10.5	N/A	N/A
Female	37	91.9	36.0	48.0	12.0	4.0	28.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	91	92.3	51.6	38.7	6.5	3.2	17.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	84	95.2	50.0	40.0	6.7	3.3	18.3	N/A	N/A
Disabled	8	62.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	92.4	52.4	38.1	6.3	3.2	17.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	92	92.4	52.4	38.1	6.3	3.2	17.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	66	92.4	59.1	34.1	4.5	2.3	13.6	No	Yes
Full-pay meals	26	92.3	36.8	47.4	10.5	5.3	26.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	92	92.4	65.2	25.8	6.1	3.0	9.1
<b>Gender</b>							
Male	55	92.7	75.6	17.1	2.4	4.9	7.3
Female	37	91.9	48.0	40.0	12.0	0.0	12.0
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	91	92.3	64.6	26.2	6.2	3.1	9.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	84	95.2	61.7	28.3	6.7	3.3	10.0
Disabled	8	62.5	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	92.4	65.2	25.8	6.1	3.0	9.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	92	92.4	65.2	25.8	6.1	3.0	9.1
<b>Socio-Economic Status</b>							
Subsidized meals	66	92.4	67.4	26.1	4.3	2.2	6.5
Full-pay meals	26	92.3	60.0	25.0	10.0	5.0	15.0

<b>Social Studies</b>							
All Students	92	92.4	56.1	36.4	7.6	0.0	7.6
<b>Gender</b>							
Male	55	92.7	63.4	31.7	4.9	0.0	4.9
Female	37	91.9	44.0	44.0	12.0	0.0	12.0
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	91	92.3	55.4	36.9	7.7	0.0	7.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	84	95.2	51.7	40.0	8.3	0.0	8.3
Disabled	8	62.5	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	92.4	56.1	36.4	7.6	0.0	7.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	92	92.4	56.1	36.4	7.6	0.0	7.6
<b>Socio-Economic Status</b>							
Subsidized meals	66	92.4	58.7	34.8	6.5	0.0	6.5
Full-pay meals	26	92.3	50.0	40.0	10.0	0.0	10.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	40.0	40.0	13.3	6.7	20.0
	5	30	100.0	30.8	65.4	3.8	0.0	3.8
	6	49	98.0	59.6	27.7	10.6	2.1	12.8
	7	15	100.0	64.3	35.7	0.0	0.0	0.0
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	22	95.5	58.3	33.3	8.3	0.0	8.3
	7	37	91.9	53.6	46.4	0.0	0.0	0.0
	8	16	87.5	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	46.7	33.3	20.0	0.0	20.0
	5	30	100.0	76.9	23.1	0.0	0.0	0.0
	6	49	98.0	57.4	23.4	17.0	2.1	19.1
	7	15	100.0	50.0	50.0	0.0	0.0	0.0
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	22	95.5	50.0	41.7	0.0	8.3	8.3
	7	37	89.2	42.9	39.3	14.3	3.6	17.9
	8	16	87.5	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	53.3	26.7	20.0	0.0	20.0
	5	30	100.0	65.4	30.8	0.0	3.8	3.8
	6	49	98.0	74.5	12.8	8.5	4.3	12.8
	7	15	100.0	64.3	21.4	14.3	0.0	14.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	22	95.5	69.2	23.1	7.7	0.0	7.7
	7	37	89.2	56.7	30.0	10.0	3.3	13.3
	8	16	87.5	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	18	94.4	46.7	53.3	0.0	0.0	0.0
	5	30	100.0	57.7	38.5	3.8	0.0	3.8
	6	49	98.0	51.1	38.3	6.4	4.3	10.6
	7	15	100.0	42.9	42.9	7.1	7.1	14.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	6	100.0	I/S	I/S	I/S	I/S	I/S
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	22	95.5	46.2	38.5	15.4	0.0	15.4
	7	37	89.2	50.0	43.3	6.7	0.0	6.7
	8	16	87.5	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 73)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	5.3%	Up from 2.4%	3.7%	2.8%
Attendance rate	97.2%	Down from 99.1%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Down from 4.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Down from 5.5%	0.0%	0.0%
Eligible for gifted and talented	0.0%	No change	8.3%	10.4%
On academic plans	60.8%	N/AV	40.2%	33.6%
On academic probation	4.4%	N/AV	0.5%	1.0%
With disabilities other than speech	7.2%	Up from 6.3%	8.5%	7.5%
Older than usual for grade	6.8%	Up from 0.0%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 7)</b>				
Teachers with advanced degrees	57.1%	Down from 62.5%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.6%	N/A	0.7%	2.4%
Teachers with emergency or provisional certificates	20.0%	Up from 16.7%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.5%	87.3%
Teacher attendance rate	96.8%	Up from 95.0%	95.1%	94.9%
Average teacher salary	\$28,739	Down 15.8%	\$42,324	\$42,485
Prof. development days/teacher	7.1 days	Down from 7.8 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 14.5 to 1	18.1 to 1	18.6 to 1
Prime instructional time	94.0%	Up from 93.9%	89.6%	89.7%
Dollars spent per pupil*	\$0	N/A	\$6,631	\$6,557
Percent of expenditures for teacher salaries*	N/A	N/A	64.1%	64.0%
Percent of expenditures for instruction*	N/A		69.0%	69.1%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	Up from 87.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Midlands Math and Business Academy (MMBA), a public charter school located in Richland School District One, has completed its second year of operation. We have made significant progress during the 2005-2006 school year.

PACT scores from the previous year indicated a need to focus on strengthening students' math skills. We have implemented the Success Maker Computer Program as a regular part of our daily schedule. Every student spends at least 40 minutes in what we now call The Success Maker Lab. Students work on Math and Reading enrichment and/or remediation activities.

Students are grasping the basic financial concepts and skills that are being taught to them on a daily basis. They are also learning how to apply these skills to everyday life. All students have participated in the South Carolina Stock Simulation Game this year and have expressed great excitement and frustration over the ups-and-downs associated with the stock market. Their knowledge of money matters was evident during Career Day, which was held in the spring. Students asked thought-provoking questions to guests representing the business industry. A fifth grade student asked a bank teller which type of investment she thought was better, stocks, bonds, or bank certificates of deposits. Because the teller is a college student, our students assumed that she had received the same training that they are receiving on a daily basis. Her response to the investment question was that she was not sure. The student proceeded to tell her the difference between the three types of investments. This is all the more reason why MMBA is focused on teaching our students the importance of financial literacy. As a requirement of the Business Class, students developed business plans. Some students have actually taken their business plans to the next level by starting businesses, which they now operate. The business teacher works with students in helping them to fine-tune their business ideas. He also assists the students in developing marketing strategies.

The Core Knowledge Sequence continues to pose a challenge for teachers, parents, and students. However, this year has been a lot easier due to the familiarity of the content and awareness of the high level of expectation from the curriculum. The administrators and staff of MMBA participated in extensive training through the Core Knowledge Foundation before school started this year. Teachers have implemented strategies learned within their classrooms. All classes participated in a school-wide thematic unit during the school year. With a lot of hard work and dedication from teachers, students and parents, progress can be seen.

Twenty percent of our 7th grade students are enrolled in Algebra One. 71% of these students will receive high school credit and take the next level of high school math in 8th grade. This year, more of our parents are following up with teachers concerning their students' progress. MMBA will continue to encourage students and parents to accept the challenges associated with small, independent schools and limited budgets. We appreciate the increased parental and community support.

Michelle Spradley, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned			
Percent satisfied with learning environment			
Percent satisfied with social and physical environment			
Percent satisfied with school-home relations			

\*Only students at the highest elementary school grade level at this school and their parents were included.